A PHENOMENOLOGICAL STUDY OF SHS STUDENTS' EXPERIENCES IN OVERCOMING ACADEMIC FAILURE AT LNHS

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ABSTRACT

This phenomenological study explores the experiences of senior high school students at Lahug Night High School in overcoming academic failure. 15 participants were selected through purposive sampling. Semi-structured interviews revealed six key themes: (1) Personal Factors, (2) Social Factors, (3) Emotional Impact, (4) Psychological Impact, (5) Emotional Coping Strategies, and (6) Problem-Focused Coping. Students felt frustrated and anxious when they struggled academically. But they also showed resilience by developing effective coping strategies. This findings suggest that students can overcome academic failure by using adaptive coping mechanisms. Future research should investigate the complexities of academic failure and resilience among students. The researchers also recommend to support students, schools can provide individualized help, such as counseling and academic coaching. Teachers can also promote a growth mindset and self-efficacy among students. By creating a supportive learning environment, educators can help students overcome academic challenges and succeed.

This study can help educators, policymakers, and mental health professionals understand how students overcome academic failure. Future research should explore ways to support students who struggle academically.

Keywords: Lived Experiences, Academic Failure, Coping Strategies

CHAPTER I

INTRODUCTION

Rationale

Nowadays, failure is an experience that everyone encounters at some point in life, whether it's in school, work, or personal goals. It is a difficult experience that can affect a person's confidence, emotions, and even their ability to move forward. Failure is the lack of success or achievement in a particular endeavor or activity. It can be defined as "the omission of expected or required action" (Merriam-Webster Dictionary, n.d.) or "the inability to achieve a goal or objective" (Business Dictionary, n.d.). For some people, failure becomes a heavy burden that's hard to overcome, while for others, it becomes a chance to grow, learn, and eventually succeed. How people deal with failure can make a big difference in their lives.

Overcoming failure is a universal experience that resonates with individuals across the globe. Failure, often stigmatized as a setback, is now widely recognized as a crucial stepping stone toward personal growth and success. According to the World Health Organization (2021), mental health challenges associated with failure are increasing worldwide, with over 264 million individuals experiencing depression linked to feelings of inadequacy and failure. This phenomenon transcends cultural and socioeconomic boundaries, affecting

people from all walks of life. The global discourse on failure highlights the importance of resilience and the ability to transform setbacks into opportunities for growth and self-improvement.

In the national context, research from the American Psychological Association (2023) indicates that failure-related stress is one of the leading causes of anxiety and depression among young adults in the United States. Approximately 31% of college students report experiencing overwhelming anxiety due to academic or personal failures (APA, 2023). Similarly, in the United Kingdom, failure is one of the most significant contributors to workplace burnout, with 43% of employees citing fear of failure as a barrier to their professional development (Smith et al., 2022). These statistics emphasize the need to address the psychological impact of failure and its potential to be reframed as a positive, transformative experience.

On a local scale, in the Philippines, the experience of failure is often tied to societal expectations and cultural values. A study by Mendoza and Reyes (2021) revealed that Filipino students and professionals frequently face challenges when dealing with failure due to the cultural emphasis on family honor and success. This has led to heightened levels of stress, anxiety, and even self-doubt among individuals striving to meet societal and familial expectations. Furthermore, mental health concerns, such as depression and suicidal ideation, are rising among Filipino youth, especially those who perceive failure as a reflection of their worth (Labana et al., 2020). Despite these challenges, Filipino culture is also rich

in narratives of resilience and adaptability, making it an ideal setting for exploring how individuals navigate and overcome failure.

Based on observations at Lahug Night High School, many students deal with failure in different areas of their lives, like academics and activities. These failures often make students feel sad, unmotivated, and unsure of themselves. For some, failing again and again makes it harder for them to focus on their studies or try new things. However Failure doesn't only affect how students do in school; it also changes how they interact with classmates and teachers. Some students become quieter and more distant, while others lean on their friends for support. This shows that failure feels different for each person and can have a big impact on their lives.

This study focuses on the real experiences of people who have overcome academic failure. It seeks to understand what they went through, how they felt, and what helped them get back on their feet. This topic is very relevant because it shows that failure is not the end of the road. Instead, it can be a stepping stone to something better.

Furthermore, By examining the experiences of senior high school students at Lahug Night High School, this study hopes to understand how academic failure affects them and how they manage to overcome it. The researchers highlight the importance of support and resilience in helping students turn their failures into chances to grow and succeed.

Philosophical Stance

This study is grounded in an interpretivist philosophical stance. Interpretivism is a qualitative research approach that seeks to understand and interpret the meaning of social phenomena, emphasizing the importance of context, culture, and individual perspectives. (Creswell, 2014). It believes that reality is not fixed but is shaped by individual perspectives and social contexts. This perspective assumes that each person's experience is unique, that understanding these experiences requires looking at the meanings people give to them, and that knowledge is created through interactions and interpretations.

In the context of this research, it is recognize that senior high school students face various challenges that can lead to academic failure. These challenges are not just about grades, it also involves emotions, social pressures, and personal circumstances. For example, the fear of academic failure can significantly impact a student's performance, causing some to thrive while others struggle. By focusing on the students' perspectives, this study aims to uncover how they interpret their experiences with failure and what strategies they use to overcome these obstacles.

By adopting an interpretivist stance, this study aims to explore and understand the lived experiences of senior high school students at Lahug Night High School as they face and overcome academic failure. This study examines their feelings, thoughts, and the ways they cope with challenges.

DOMAIN OF INQUIRY

This study falls within the Educational-Psychological Domain. This domain focuses on understanding how students learn, grow, and overcome challenges in educational settings. Specifically, this study explores the emotional, social, and psychological aspects of academic failure among senior high school students at Lahug Night High School. It examines how students cope with failure, how it affects their well-being, and what strategies help them bounce back.

Significance of the Study

The following groups will benefit from the results of the study:

Students. This study helps students see that failure is a normal part of learning. Students can learn from mistakes, set goals, manage stress, and try again.

Researchers. This study helps researchers deal with failed experiments or rejected papers. Researchers can learn to keep going, improve their work, and stay motivated.

Future Researchers. This study prepares future researchers for challenges. They can learn to handle failure, stay strong, and get ideas for new research.

Educators and Counselors. This study helps educators and counselors teach others to handle failure. They can use simple tools to help students or clients learn from mistakes and move forward.

Scope and Delimitation

This study will explore the lived experiences of overcoming failure among Lahug Night High School – Senior High School students during the 2nd semester of S.Y. 2024-2025. The researchers aim to understand how students overcome failure and what factors contribute to their success.

This study will focus on Senior High School students of Lahug Night High School only. It will not include students from other schools or campuses. Additionally, the study will not examine the experiences of all students in Lahug Night High School, but only those in the Senior High School department.

CHAPTER II

LITERATURE REVIEW

This literature review looks at how people overcome failure. It checks out what makes people fail, how they feel when they fail, and what they can do to recover. By looking at what other researchers have found, this review hopes to give a better understanding of what failure is, how it affects people, and what people can do to overcome it.

Introduction To Overcoming Failure

Failure is a natural part of life that everyone experiences at some point. While it can feel discouraging, failure often plays a key role in personal growth and success. Many researchers and educators have studied how people overcome failure because it has a big impact on resilience, emotional well-being, and future achievements. Even though failure is often seen as negative, it can help people become more self-aware, determined, and stronger in the long run.

According to Dweck (2006), failure can help people grow by fostering a growth mindset, where challenges are seen as opportunities to learn and improve. This mindset helps individuals handle setbacks better and encourages persistence even in difficult situations. On the other hand, failure can also teach emotional intelligence, helping people understand their feelings, adapt to changes, and connect with others who face similar struggles (Goleman, 1995). Failure is not just a personal experience but also a universal one that has been

explored in various fields, including psychology, education, and even literature. For instance, failure has been described as a stepping stone to success, as it teaches flexibility, adaptability, and problem-solving skills. It forces individuals to confront their limitations and find creative ways to overcome obstacles.

Moreover, failure can lead to innovation and creativity. When people fail, they are often pushed to think outside the box and come up with new solutions. This process of trial and error can lead to breakthroughs that might not have been possible without the initial setback. For example, in organizational settings, failure can encourage teams to engage in open and honest communication, fostering a culture of learning and improvement.

Factors That Contribute to Academic Failure

Failure can happen for different reasons, and it is often caused by poor planning, fear, or personal traits. According to Kornell et al. (2007), one common reason is poor preparation and bad time management. When people don’t plan well or run out of time, they are less likely to complete their goals. Another reason is having unrealistic expectations, such as setting goals that are too big or difficult to reach without proper resources or planning. This often leads to disappointment and setbacks (Zhang & Riordan, 2014).

Psychological factors also play a big role in failure. Fear of taking risks is a major issue. Bandura (1997) explains that people who are afraid to take on challenges because they fear failure miss out on opportunities to grow and learn. Additionally, low motivation and not having the right skills or training can make it

harder for people to succeed (Amabile, 1993).

Lastly, Personal traits like perfectionism can also make failure worse. Perfectionists often set very high standards for themselves. When they don't meet these goals, they feel like they have completely failed. Judge and Ilies (2002) explain that people who are overly self-critical or anxious may find it harder to recover after a failure, making it even more difficult to move forward.

The Impact of Academic Failure

Failure often triggers a range of emotions, such as disappointment, frustration, shame, or even grief. These emotions can be overwhelming, particularly when the failure is tied to deeply personal goals or aspirations. According to Lazarus and Folkman's (1984) Stress and Coping Theory, how individuals manage these emotions determines their ability to overcome failure. While some may experience a temporary decline in self-esteem or motivation, others may develop emotional resilience by reframing the experience as a learning opportunity.

Coping Strategies for Overcoming Academic Failure

While failure can be hard, there are several ways to handle it and grow from the experience. One helpful way is to view failure as a chance to learn. Dweck (2006) suggests that people with a growth mindset see failure not as the end but as a way to improve and do better in the future. By learning from mistakes, people can make progress over time.

Another important approach is to practice self-compassion. Neff (2011) explains that being kind to yourself instead of overly critical can reduce feelings of guilt and shame after failing. This makes it easier to recover emotionally and stay motivated to try again.

Social support is also an important part of coping. Talking to friends, family, or mentors can provide encouragement and advice, making it easier to handle failure. Mindfulness techniques, such as meditation or deep breathing, can also help reduce stress and improve emotional control during tough times (Hofmannet al., 2010).

Lastly, using problem-solving strategies can help people turn failure into future success. Lazarus and Folkman (1984) suggest that identifying what went wrong and coming up with a clear plan to fix it is a great way to move forward. By addressing the causes of failure, people can learn from their mistakes and avoid repeating them.

This literature review looks at the idea of overcoming failure. It talks about the different factors that help people bounce back from failure. The studies in this review help us understand how people can overcome failure. They show that failure is not the end, but rather a chance to learn and grow.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology in this study. It describes the research design, research locale, research informant, research instruments, data gathering procedure, and data analysis procedure.

Research Design

This study used a phenomenological design to explore people's experiences of overcoming academic failure. Phenomenology is a research approach that helps us understand how people experience and make sense of things. This study aimed to gather detailed descriptions of people's experiences of overcoming academic failure, including their thoughts, feelings, and actions. By doing so, this study hope's to gain a better understanding of what it means to overcome failure and achieve success.

Research Locale

The researchers performed the research at Lahug Night High School located in barangay Lahug, Cebu City, Philippines. Specifically, it is situated on Gorordo Avenue, Lahug, Cebu City, during the 2nd semester of S.Y 2024-2025. The Senior High School Department offers a range of academic strands, including Accountancy, Business, and Management (ABM), which prepares students for careers in finance, entrepreneurship, and management. The General Academic Strand (GAS) provides a well-rounded education, while the

Technical-Vocational-Livelihood (TVL) tracks offer specialized training in fields such as Computer Hardware Servicing, Food and Beverage Services, and Housekeeping. The school's commitment to providing quality education that is accessible and responsive to the needs of the surrounding community makes it an ideal location for this study.

Research Participants

The participants in this study were senior high school students at Lahug Night High School, S.Y. 2024-2025, with 10 participants. This study employed purposive sampling in selecting the participants. The criteria were based on students who have experienced failure in their academic pursuits and have demonstrated resilience in overcoming such setbacks. According to Robinson (2014), purposive sampling involves an iterative process of selecting research subjects rather than starting with a predetermined sampling frame. Furthermore, purposive sampling is a non-probability sampling method in which choosing participants is efficient because they meet the specific criteria needed for the study.

Research Instrument

This study used semi-structured interviews to gather data. Semi-structured interviews are guided by pre-planned themes, but also allow for flexibility in the questions asked (George, 2022). The interview questions were prepared in both English and Cebuano to make it easier for participants who may struggle with English. Open-ended questions were used to encourage detailed responses from

the participants. The interview questions focused on the different aspects of overcoming failure, such as the experiences of failure, the emotions and thoughts associated with failure, coping strategies for overcoming failure, and the lessons learned from overcoming failure.

Research Procedure

Data Gathering Procedure

Before conducting the study, the researchers got permission from the principal of Lahug Night High School by sending a request letter. Once approved, the researchers used purposive sampling to choose the right participants for the study. The selected participants were given informed consent forms. The researchers explained the purpose and benefits of the study, and got consent from each participant. Face-to-face interviews were scheduled based on when the participants were available. The interviews were held at Lahug Night High School. A semi-structured interview guide was used to have in-depth discussions, and follow-up questions were asked to clarify responses. The whole conversation was recorded with audio and notes were taken to make sure the data was captured accurately.

Data Analysis Procedure

This study used thematic analysis to find patterns and themes in the interview data. Thematic analysis is a way to identify, analyze, and report on themes in data, according to Braun and Clarke (2006). The researchers followed

a step-by-step process. First, they transcribed all the interview recordings word for-word. Then, they went through the transcripts, highlighting important statements made by the participants and assigning codes to the emerging themes. Finally, the researchers analyzed and interpreted these coded themes to identify patterns and connections in how the participants discussed overcoming academic failure. This thematic analysis allowed the researchers to gain a deep understanding of the topic.

DEFINITION OF TERMS

The key terms in the study give the following operation definitions.

Failure - Refers to the inability to achieve a desired goal, objective, or outcome, resulting in feelings of disappointment, frustration, or inadequacy.

Overcoming Failure - Involves recovering from a setback, learning from mistakes, and using those experiences to improve and grow, ultimately leading to increased resilience and determination.

Resilience - The capacity to withstand, recover, and adapt in the face of adversity, trauma, or significant stress, enabling individuals to bounce back and navigate challenging situations.

Success - The achievement of desired goals, objectives, or outcomes, resulting in feelings of accomplishment, satisfaction, and fulfillment.

Coping Mechanism - A strategy, technique, or behavior used to manage and deal with stress, anxiety, or other difficult emotions, helping individuals to regulate their feelings and maintain emotional well-being.

Emotional Response - Refers to the feelings, emotions, or reactions an individual experiences in response to a particular situation, event, or stimulus, influencing their thoughts, behaviors, and interactions.

Personal Growth - Refers to the process of developing and enhancing one's abilities, character, and potential, leading to increased self-awareness, self-acceptance, and self-improvement.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the analysis and interpretation of data collected from senior high school students at Lahug Night High School, who shared their lived experiences of overcoming academic failure through interviews.

Factors That Contribute to Academic Failure

I. Personal Factors

A. Lack of motivation & Procrastination

B. Insufficient study habits

II. Social Factors

A. Peer pressure

B. Family expectations and pressures

C. Social media distractions

The Impact of Academic Failure

I. Emotional Impact

A. Feelings of shame and guilt

B. Anxiety and stress

C. Frustration and disappointment

II. Psychological Impact

A. Loss of interest in activities

B. Negative self-talk

Coping Strategies for Overcoming Academic Failure

I. Emotional Coping Strategies

A. Acknowledge and accept emotions

B. Practice self-compassion

C. Seek support from friends and family

II. Problem-Focused Coping Strategies

A. Set realistic goals and deadlines

B. Develop a study plan and schedule

The researchers were able to extract 6 themes from the data gathered. The themes are (1) Personal Factors, (2) Social Factors, (3) Emotional Impact, (4) Psychological Impact, (5) Emotional Coping Strategies, and (6) Problem Focused Coping. Each theme is supported by 1-2 statements by the 10 informants in the study.

Presentation of Themes

Factors That Contribute to Academic Failure

I. Personal Factors

Personal factors are the individual characteristics that contribute to academic failure. A student's behavior, attitude, and mindset can all impact their academic performance. According to Bandura (1997), personal factors such as self-efficacy, motivation, and goal-setting play a crucial role in determining academic success.

A. Lack of Motivation & Procrastination

Lack of motivation and procrastination are the major reason for academic failure. It helps students escape the stress of schoolwork. According to Ames (1992), motivation is affected by personal interests and goals.

"for me the main reason i experience academic failure is my procrastination..." (Participant 5, line 24-30)

Students said they lack motivation and procrastinate because of too much pressure to do well. They feel no connection to their studies and don't see the point of trying. As Pintrich (2004) said, lack of motivation leads to poor grades, low interest in school, and dropping out. This lack of motivation and procrastination affects students' minds and behavior. It makes them feel disconnected and uninterested in their studies.

B. Insufficient study habits

Insufficient study habits are a personal factor that contributes to academic failure. It leads students to struggle with understanding and retaining academic material. According to Gettinger and Seibert (2002), insufficient study habits result from poor learning strategies and lack of practice.

"First of all kanang kuan...kanang dili mag study." (Participants 2, line 11-20)

Respondents said they often lack effective study habits. This leads to poor understanding, low grades, and academic struggles. Students tend to rely on memorization rather than critical thinking and understanding. According to Pintrich (2004), insufficient study habits can lead to decreased academic motivation, low self-confidence, and poor academic performance.

II. Social Factors

Social factors are the external influences that affect a student's academic performance. A student's social environment, including family, peers, and culture, can all impact their academic behavior. According to Jin (2021), social interaction is a fundamental human need, and students often feel pressure to conform to social norms.

A. Peer pressure

Peer pressure is a significant social factor that affects academic performance. According to Brown (2004), peer pressure can lead students to prioritize social relationships over academic goals.

"...The reason na ma distracted is akong mga friends jud kana gali mangagda sila ug laag..." (Participant 8, line 151-206)

Respondents said they often feel pressured by their peers to engage in non-academic activities. This leads to decreased focus on studies and poor academic performance.

B. Family expectations

Family expectations can also impact academic performance. According to Amato (2001), high family expectations can lead to increased stress and decreased motivation.

"...Akong mga families and friends and sa mga people nga nag surround nako nga nag expect sila nga permi ko successful and permi high akong grade..." (Participant 10, line 220-232)

Respondents said they often feel pressured by their families to achieve high grades. This leads to increased stress and anxiety, which can negatively impact academic performance.

C. Social media distractions

Social media distractions are another social factor that contributes to academic failure. According to Kirschner and Karpinski (2010), social media can decrease focus and increase procrastination.

“Kuan kanang permi ko ma distract or ma Tempted sa device gali like sa Social media, online games.” (Participant 3, line 29-38)

“...Social media distraction kay kana sad kay sige nako ug scroll sa social media and like ma addict ko ana, and diha na musulod ang laziness.”(Participant 10, line 110-124)

Respondents said they often get distracted by social media while studying. This leads to decreased productivity and poor academic performance.

The Impact of Academic Failure

I. Emotional Impact

Emotional Impact refers to the feelings and emotions that students experience as a result of academic failure. Academic failure can lead to feelings of sadness, anxiety, and low self-esteem. According to Seligman (1975), students who experience academic failure often feel helpless and hopeless. They may also feel ashamed or embarrassed about their academic performance. As a result, students may become disengaged and disconnected from their academic pursuits.

A. Feelings of shame and guilt

Feelings of shame and guilt are common emotional responses to academic failure. According to Lewis (1971), shame and guilt can lead to decreased self-esteem and motivation.

“ma feel jud nako...nga maguol ko sa akong kaugalingon...” (Participant 1, line 221-224)

“siyempre maguol.” (Participant 4, line 123-127)

Respondents said they often feel ashamed and guilty about their poor academic performance. This leads to decreased confidence and self-doubt.

B. Anxiety and stress

Anxiety and stress are also common emotional responses to academic failure. According to Lazarus and Folkman (1984), anxiety and stress can lead to decreased academic performance and increased burnout.

“...if dili ko makabuhat ug sakto, anxious jud ko ana and ma stress jud ko.” (Participant 5, line 158-203)

Respondents said they often feel anxious and stressed about their academic performance. This leads to decreased focus and increased procrastination.

C. Frustration and disappointment

Frustration and disappointment are additional emotional responses to academic failure. According to Mandler (1990), frustration and disappointment

can lead to decreased motivation and increased hopelessness.

“lain sa buot kay maka disappoint sa kaugalingon...” (Participant 5, line 138-143)

Respondents said they often feel frustrated and disappointed about their poor academic performance.

II. Psychological Impact

Psychological impact refers to the cognitive and emotional effects of academic failure on a student’s mental health. Academic failure can lead to decreased motivation, low self-efficacy, and increased stress. According to Maslow (1943), academic failure can lead to a decrease in self-esteem, which can have long-term effects on a student’s mental health.

A. Loss of interest in activities

Decreased self-esteem is another psychological response to academic failure. According to Harter (1999), decreased self-esteem can lead to decreased motivation and increased self-doubt.

“basta mag fail ko academically kay mawagtangan ko ug gana mo skwela...ma lain akong motivation, mo lessen siya” (Participant 5, line 212-218)

Respondents said they often feel inadequate and incompetent after experiencing academic failure. This leads to decreased enthusiasm and increased disengagement.

B. Negative self-talk

Negative self-talk is an additional psychological response to academic failure. According to Beck (1977), negative self-talk can lead to decreased motivation and increased hopelessness.

"Yes, kuan maka feel ko in ana kanang when i roam and think about that i could do better and didn't perform well." (Participant 2, line 334-346)

Respondents said they often engage in negative self-talk after experiencing academic failure, which further exacerbates their psychological distress.

Coping Strategies for Overcoming Academic Failure

I. Emotional Coping Strategies

Emotional coping strategies are the ways in which students deal with the emotional consequences of academic failure. These strategies can include denial, anger, and self-blame. According to Folkman and Lazarus (1980), emotional coping strategies can either exacerbate or alleviate the emotional impact of academic failure.

A. Acknowledge and accept emotions

Acknowledging and accepting emotions is an emotional coping strategy. According to Greenberg (2010), acknowledging and accepting emotions can help

students process and manage their emotions.

“Through the failure that i encountered...i study more and think those failures are as steps and para ma learn...” (Participant 7, line 56-130)

Respondents said they try to acknowledge and accept their emotions, rather than suppressing or denying them.

B. Seek support from friends and family and others

Seeking support from friends and family is an emotional coping strategy. According to Cohen et al. (2015), seeking support from friends and family can help students feel less isolated and more supported.

“...basta stress ko sa academic, mangita ko ug lain motivation sa lain taw...para maka feel ko na naa gihapon ko’y inspiration para ma overcome ang academic failure” (Participant 5, line 255-342)

Respondents said they often seek support from friends and family members when they are struggling academically.

II. Problem-Focused Coping Strategies

Problem-focused coping strategies are the ways in which students address the root causes of academic failure. These strategies can include seeking help from teachers, developing better study habits, and setting realistic goals. According to Zimmerman (2000), problem-focused coping strategies can lead to increased self-efficacy, motivation, and academic success.

A. Set realistic goals and deadlines

Setting Realistic Goals and Deadlines is another problem-focused coping strategy. According to Locke and Latham (2002), setting realistic goals and deadlines can help students stay focused and motivated.

“every night or every before exam i will be studying hard to be good enough to pass the exam and pass the activities.” (Participant 4, line 528-540)

Respondents reported setting realistic goals and deadlines to help them stay focused and motivated.

B. Develop a study plan and schedule

Developing a Study Plan and Schedule is a problem-focused coping strategy. According to Gollwitzer and Sheeran (2006), developing a study plan and schedule can help students stay organized and manage their time more effectively.

“...I am trying mag kuan ug study schedule para ma organize kay dako man ug time mag allocate...” (Participant 7, line 249-301)

“Pomodoro technique and blurting method.” (Participant 8, line 507-531)

“Kanang mag time management ko mga 3-4 hours mag buhat sa mga schoolworks...” (Participant 9, line 232-241)

Respondents stated that developing a study plan and schedule helps them stay organized and manage their time more effectively.

CHAPTER V

SUMMARY, CONCLUSION AND RECCOMENDATIONS

This chapter presents the summary of the findings, conclusions, and recommendations of the study.

Summary of Findings

The study revealed the following findings:

1. The reasons why Senior High School students at Lahug Night High School fail academically are: (1) Personal problems, such as lack of motivation, low self-confidence, and learning difficulties; (2) Social pressures, including influence from friends and families and distractions from social media.

2. The results of academic failure among Senior High School students at Lahug Night High School are: (1) Emotional problems, including anxiety, and low self-confidence; (2) Poor academic performance, loss of motivation, and dropping out of school.

3. Students' ways to deal with academic failure are: (1) Emotional Coping, which includes accepting feelings, being kind to oneself, and seeking help from friends and family; (2) Problem-Solving, which includes finding areas to improve, setting achievable goals, and making a study plan.

This findings shows that academic failure is a complex issue. Teachers and parents must work together to support students and help them succeed.

CONCLUSION

Based on the findings, the following conclusion is drawn:

Each student has experienced various factors that affect their academic performance and emotional well-being, resulting in both positive and negative outcomes. Moreover, the students have developed coping strategies to overcome the challenges of academic failure and mitigate its impacts on their lives. These strategies aim to help them regain focus on their academic pursuits, improve their emotional well-being, and strike a healthy balance between academics and personal life.

Recommendation

Based on the findings and conclusion of the study, the researchers recommended:

1. Students may benefit from setting goals and maintaining strict time limits on academic tasks to avoid procrastination and instead focus on completing their schoolwork.

2. Parents may support their children who failed academically by providing emotional support, guidance, and encouragement to help them overcome their academic challenges.

3. Teachers may provide support and encouragement to students by offering positive reinforcement, individualized attention, and a supportive classroom environment.

4. School Leaders may assist students in setting goals related to their academic performance, personal development, and career aspirations. They may also conduct seminars to raise awareness on the importance of academic resilience.

5. Future researchers may consider conducting studies on the following topics:

5.1. Exploring the Lived Experiences of Students Who Overcome Academic Failure in Senior High School

5.2. Investigating the Influence of Academic Failure on Behavioral Patterns among Senior High School Students

By implementing these recommendations, all stakeholders can work collaboratively to create a more supportive and effective educational environment for students facing academic challenges.

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APPENDIX A

TRANSMITTAL LETTER

LAHUG NIGHT HIGH SCHOOL
Senior High School
Gorordo Avenue, Lahug, Cebu City

March 17, 2025

EDWIN S. CABLAO
Senior High School Principal
Lahug Night High school
Gorordo Avenue, Lahug, Cebu City

Sir/Maam:

Good Day!

The undersigned, Grade 11 students from Lahug Night High School are reaching out with humble hearts and curious minds. We are currently working on a research study entitled **"A Phenomenological Study of Senior High School Students' Experiences in Overcoming Academic Failure at Lahug Night High School"** as a partial fulfillment of the requirements for the subject Practical Research 1.

This study aims to explore the lived experiences of senior high school students who have overcome academic failure. The results of this study will contribute to a better understanding of the factors that influence academic resilience and provide insights.

We kindly request your permission to conduct this study at Lahug Night High School. We promise to handle the stories of our participants with care and respect. Our goal is to create a safe and supportive space where they can share their experiences without fear of judgment.

We are grateful for your consideration, and we look forward to the opportunity to share the findings of our study with you. Your support will mean the world to us.

Thank you from the bottom of our hearts.

Sincerely Yours,

CRECENCIA B. ARELLANO
Class Adviser

MARIA SHEENA VENANZUELA
Research Teacher

EDWIN S. CABLAO
Senior High School Principal

APPENDIX B

RESEARCH INSTRUMENTS

Interview Guide

Title of the Study: A Phenomenological Study of Senior High School Students' Experiences in Overcoming Academic Failure at Lahug Night High School

I. Factors That Contribute to Academic Failure

A. What do you think are the main reasons behind your academic failure?

II. The Impact of Academic Failure

B. Did you experience any emotional or psychological distress due to academic failure?

III. Coping Strategies for Overcoming Academic Failure

C. What strategies did you use to cope with the emotional and psychological impact of academic failure?

"A Phenomenological Study of Senior High School Students' Experiences in Overcoming Academic Failure at Lahug Night High School"

10 Interview Questions

1. What do you think are the main reasons why you experience academic failure?
2. What are the external or social factors that lead you to fail?
3. How does academic failure make you feel?
4. Have you ever felt stressed or anxious about not doing well in school?
5. How did academic failure impact your motivation and interest in learning?
6. What psychological challenges did you face as a result of academic failure?
7. How do you deal with the emotions that come with academic failure?
8. What strategies do you use to improve your study habits and overcome academic failure?
9. How and where do you seek help when you're struggling in academics?
10. How does overcoming academic failure help you grow personally?

APPENDIX C

INFORMED CONSENT

INFORMED CONSENT

TITLE OF STUDY
A Phenomenological Study of Senior High School Students Experiences in Overcoming Academic Failure at Lahug Night High School

PRINCIPAL INVESTIGATOR
Stephen Jhon O. Bramida
Lahug Night High School, Senior High School
Sitio Sudlon Lahug, Cebu City
09952934708
Sunnydump3@gmail.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is for you to share your experiences about overcoming academic failure as a senior high school student at this school. We want to know about your challenges, successes, and what helps you to keep trying and succeed in school.

STUDY PROCEDURES

Initial Contact: We will meet with you and explain the study.

Consent and Assent: We will explain this study to you and answer any questions you may have. If you agree to participate, you will sign a consent form.

One-on-One Interview: We will conduct a private interview with you to discuss your experiences of overcoming academic failure.

Audio Recording: We will audio record the interview so we can accurately remember what you said. The recording will be kept confidential and deleted after the study is completed.

Data Analysis: We will analyze the information from the interviews to identify common themes and patterns.

Results: After the study is completed, we will provide you with a summary of the findings.

The total time required for this study is about 5-10 minutes. We will also be audio taping the interview for accuracy purposes. We appreciate your time and willingness to participate.

Participant's Initials: _____

CODING TABLE

CODING TABLE				
OBJECTIVES	LINE NUMBER	SIGNIFICANT STATEMENTS	SUB THEMES	MAJOR THEMES
What are the factors that contribute to academic failure among senior high school students at Lahug Night High School?		"for me the main reason i experience academic failure is my procrastination..."	Lack of Motivation & Procrastination	Personal Factors
	11-20	"First of all kanang kuan...kanang dili mag study."	Insufficient Study Habits	
	151-153 151-206	"reason nganong na fail ko...because of my friends." "...The reason na ma distracted is akong mga friends jud kana gali mangagda sila ug laag..."	Peer Pressure	Social Factors
	614-631 52-101 220-232	"i think families... because my family will say if your good enough in academic you can be a good person and you can succeed." "usa sad sa reason na na fail because naa sa'y pressure...parehas sa akong parents..." "...Akong mga families and friends and sa mga people nga nag surround nako nga nag expect sila nga permi ko successful and permi high akong grade..."	Family Expectation and Pressure	

	36-57 29-38 12-17 19-25 110-124	"Kanang dili ko ka study kay kanang ma distract ko sa social media...and kanang mag gamit ko ug cellphone." "Kuan kanang permi ko ma distract or ma Tempted sa device gali like sa Social media, online games." "Kuan kanang sige ug cellphone ug dili ka focus ba kay sige ug tan aw labi na ug tiktok." "...kanang mahurot ang time engaging in social media..." "...Social media distraction kay kana sad kay sige nako ug scroll sa social media and like ma addict ko ana, and diha na musulod ang laziness."	Social Media Distractions	
What are the common emotional and psychological responses to failure?	221-224 123-127	"ma feel jud nako...nga maguol ko sa akong kaugalingon..." "siyempre maguol."	Feelings of shame and guilt	Emotional Impact
	125-148 144-150 158-203 217-224	"For me personally maka feel jud ko ug anxious... kay sa ako... feel nako kung ma fail ko ana kay maka feel ko ug anxious kay sa akoa naay chance nga dili ko ka graduate and dili ko ka move to another level kay na feel nako nang anxiety." "...yes ma stress samot na ug deadline...samot mag cramming na ta ana." "...if dili ko makabuhat ug sakto, anxious jud ko ana and ma stress jud ko." "... It's like ma stress ko..."	Anxiety and stress	
	152-155 138-143 36-46 58-120	"i will feel disappointment of my self." "lain sa buot kay maka disappoint sa kaugalingon..." "It saddened me..." "Siyempre ma disappointed ko..."	Frustration and disappoint ment	
	235-246 327-335 212-218 120-128 334-339	"Yes, personaly it made me a thought na ay dili nalang ko mag study kay mao raman gihapon ma fail man gihapon ko" "kuan sometimes ma wad an ko ug gana usahay and usahay sad mao na ang way nako nga mo balik ko sa kuan"	Loss of interest in activities	Psychological Impact

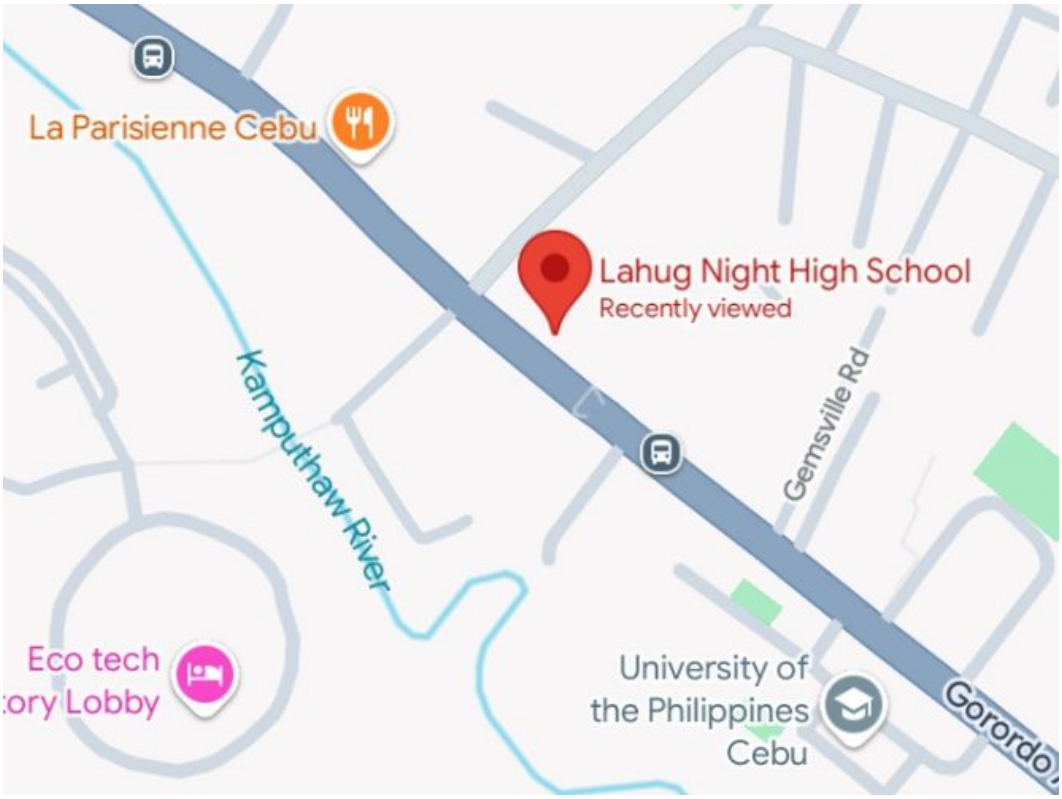
		"basta mag fail ko academically kay mawagtangan ko ug gana mo skwela...ma lain akong motivation, mo lessen siya" "naay time nga kanang mawagtangan jud ko ug gana mo skwela..." "...Kung ma fail ko sa acads kanang mawad an ko ug kuan gana..."		
	334-346 310-320 446-452 130-140 357-419	"Yes, kuan maka feel ko in ana kanang when i roam and think about that i could do better and didn't perform well." "ah yes...kanang pasakitan nako akong kaugalingon aron sad maka realize ko kung unsa ang mga kulang nako." "yes, like kanang maka ingon ko nga wala koy nakuha...and bogo ra kaayo ko ana." "Yes, kay kanang mag blame ko sa kaugalingon..." "maka-experience ko ug gi low self-esteem na ko akong self kung makaya pa ba na ako o dili na."	Negative Self-Talk	
What coping strategies do Lahug Night High School – Senior High School students use to deal with setbacks and disappointments?	118-127 56-130 434-441	"Ako nalang dawaton since naa naman...mobawi ko." "Through the failure that i encountered...i study more and think those failures are as steps and para ma learn..." "...Like of course ipa gawas jud nako tanan akong gi bati kay dili man gud siya dali sa pag conquer ug emotions and of course ipa gawas na siya tanan..."	Acknowledge and accept emotions	Emotional Coping Strategies

	458-529 533-538 255-342 415-430 316-329 444-454 638-643	"I'll seek help with my classmates... i will go to them...then i ask them if gi unsa ba nila pag solve ani, unsa ni ug gi unsa na." "mostly jud adto ko sa mga friends." "...basta stress ko sa academic failure, mangita ko ug lain motivation sa lain taw...para maka feel ko na naa gihapon ko'y inspiration para ma overcome ang academic failure" "Friends mangutana ko kung magkalisod ko ana nga questions...mangutana ko sa ako mga friends." "Friends, i ask them a help na kanang ma lessen akong mga buhatunon and to gain ideas from them..." "...Magtanaw lang ako ug mga motivational videos." "Actually feel nako mo vent out ko sa akong mga friends..."	Seek support from friends, family and others	
	528-540 516-522	"every night or every before exam i will be studying hard to be good enough to pass the exam and pass the activities." "Before kailangan ig ka start sa day kailangan buhaton jud nako ang akong mga buhatunon before ko mag cellphone..."	Set realistic goals and deadlines	Problem-Focused Coping Strategies
	434-446 355-405 420-426 322-329 249-301507-531 232-241	"...It'll help me grow to be more productive and mindful that i really do need to set time and boundaries of when or where do i study." "mag set ko ug time management and mag set ko ug time mag limit sa social media, online games" "akong i schedule akong kuan akong buhaton..." "Mag set ko ug time management. "...I am trying mag kuan ug study schedule para ma organize kay dako man ug time mag allocate..." "Pomodoro technique and blurting method." "Kanang mag time management ko mga 3-4 hours mag buhat sa mga schoolworks..."	Develop a study plan and schedule	

Participant's Color Key
Participant # 1: Gray
Participant # 2: Dark Blue
Participant # 3: Yellow
Participant # 4: Green
Participant # 5: Red
Participant # 6: Purple
Participant # 7: Pink
Participant # 8: Ocean Blue
Participant # 9: Dark Green
Participant # 10: Magenta

APPENDIX D

RESEARCH LOCALE



CURRICULUM VITAE

PERSONAL BACKGROUND

Name: Stephen Jhon O. Bramida

Address: Sitio Sudlon Lahug, Cebu City

Birth Date: September 22, 2008

Religion: Roman Catholic

Civil Status: Single

EDUCATIONAL BACKGROUND

Senior High School

Lahug Night High School, Cebu City

2025-Present

Junior High School

Lahug Night High School, Cebu City

2020-2024

Elementary School

Lahug Elementary School, Cebu City

2015-2020

PERSONAL BACKGROUND

Name: Rin Rin Batis

Address: Sitio San Roque Kawayanan, Lahug, Cebu City

Birth Date: October 17, 2002

Religion: Roman Catholic

Civil Status: Single

EDUCATIONAL BACKGROUND

Senior High School

Lahug Night High School, Cebu City

2025-Present

Junior High School

Alternative Learning System (ALS)

Lahug Night High School, Cebu City

2022-2023

Elementary School

Basud Elementary School

2008-2014

PERSONAL BACKGROUND

Name: Lawrence, Gomez

Address: Richmond Plaza Hotel

Birth Date: Feb 23, 2006

Religion: Roman Catholic

Civil Status: Single

EDUCATIONAL BACKGROUND

Senior High School

Lahug Night High School

2023-2024

Junior High School

Lahug Night High School

2022-2023

Elementary School

Lahug Elementary School

2015-2020

PERSONAL BACKGROUND

Name: Edison R.Hoyohoy Jr.

Address: Son-oc lower nivel hills Lahug, Cebu City

Birth Date: September 1, 2007

Religion: Roman Catholic

Civil Status: Single

EDUCATIONAL BACKGROUND

Senior High School

Lahug Night High School

2025-Present

Junior High School

Lahug Night High School

2021-2022

Elementary School

Lahug Elementary School

2017-2018

PERSONAL BACKGROUND

Name: Joshua Laurence, Sevillon

Address: Sitio Rio 2, Nivel Hills, Cebu city

Birth Date: March 2, 2008

Religion: Roman Catholic

Civil Status: Single

EDUCATIONAL BACKGROUND

Senior High School

Lahug Night High School

2025-Present

Junior High School

Lahug Night High School

2022-2023

Elementary School

Lahug Elementary School

2015-2020

PERSONAL BACKGROUND

Name: Edwin J. Villaro Jr.

Address: Peace Valley, Lahug, Cebu city

Birth Date: April 23, 2005

Religion: Roman Catholic

Civil Status: Single

EDUCATIONAL BACKGROUND

Senior High School

Lahug Night High School

2023-2024

Junior High School

Lahug Night High School

2020-2023

Elementary School

Lahug Night High School

2015-2020